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ABSTRACT

Written as a basic guide, this report of the Community Coordinated Child Care Committee of Dane County, Wisconsin, aims to assist people interested in establishing family day care systems in their own communities. Practical information is provided on the prime factors that should be taken into account in selecting the ideal physical location and the proper educational environment of family day care homes, along with a list of suggested guidelines for recruiting family day care teachers. The minimal standards of the model described in this report reflect both the necessary requirements for good developmental child care and what can reasonably be expected in the family day care system. Optimal standards reflect non-essential but important elements to include in a program for achieving the constant goal of improved care for children. A network of inter-relationships and responsibilities involving the agency, the family day care teachers, and the natural parents is also outlined. The report highlights the general philosophy of the child care committee that a diversity of family day care systems is desirable to meet the needs of families and communities. Information given in the report is therefore applicable to family day care homes attached to day care centers, nursery schools or social service agencies. (CS)

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Guidelines for Establishing a Family Day Care System

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PREFACE: THE PROBLEM

Day care is more than babysitting. The definitions provided by the Department of Health and Social Services manual make the following distinctions between babysitting and day care:

> Baby sitting is defined as "temporary care and protection to children for short periods of time, usually in their own homes. Schedule of activities is planned by the parent(s) and primary responsibility rests with the parent(s)."
>
> Day Care Services are defined as "comprehensive and coordinated sets of activities providing direct care, protection and development for infants, pre-school and school age children on a regular basis for a period exceeding 2 weeks by anyone other than the child's parent(s) for any part of the 24 hour day." (Section III, Chapter VII-C-3)

This distinction serves to protect the child's rights to optimal growth and development during his early years if he/she must be cared for by someone other than his/her own parents for regular periods.

In Dane County there are approximately 20 licensed full-day, day care centers with a maximum capacity of about 700 children. For the most part, these centers serve children between the ages of 2 and 6 years. Of the 20 centers, only 8 are licensed to enroll children under two years of age. The total capacity of those 8 centers is less than 200 children, and only a small portion of those 200 spaces could be filled by infants and toddlers.

As of fall, 1972 three centers have opened to provide extended care for school-aged children whose parents are working. The capacity of these centers is less than 100 children.

All other children whose parents are working are either receiving care in some informal type of arrangement in their own home or in someone elses home or are caring for themselves. Unlike day care centers, these informal settings are not licensed by the Division of Family Services. Only those family day care homes used by AFDC mothers are certified by the Dane County Department of Social Services. Methodist Children's Services certifies homes that participate in its program. The remaining homes, which constitute the majority of family day care homes, are not certified.

The certification of family day care homes is an effort to assess the quality of the physical environment and of the care given to the children. As noted in the literature, quality in child care is both extremely important for the lives of children and also very difficult to assess and maintain. The Dane County Department of Social Services staff has acknowledged the limitations of their certification system and have requested assistance in developing standards for selection, evaluation and training of Family Day Care care-givers.

In addition, parents of all income levels are indicating a need for some assistance in identifying safe, stimulating home care settings. Parents with children under two years of age have very little choice in the types of child care arrangements in Dane County. The limited number of licensed centers forces most parents to use the informal arrangements which are most difficult to assess for quality.

Many family day care homes provide good physical care and suitable stimulation for children. Others fail to provide a safe environment and/or appropriate stimulation to insure optimal development.

Those who provide care in family day care homes find little support for their task. They are often isolated from other adults and have no one to help work out the problems encountered in providing care. The care-givers may not have relief when they become ill or overly tired. There are few sources of materials or training programs designed to help them do a better job.

One alternative that has been successful in overcoming some of the problems has been the Family Day Care Systems. This is a group of Family Day Care homes that are administratively organized either as a unit by themselves or as a part of another agency such as a day care center or nursery school program. These are sometimes called Satellite Homes.

The major benefits of Family Day Care Systems are in the controlled selection of care-givers and the on-going supervision and training for them. These factors help to insure greater control of quality and protection for children. In addition, other services such as social services, nutritional and health services and educational services can be made available to the care-giver and/or the children and their families.

A number of agencies in Dane County have expressed an interest in developing Family Day Care Systems as an extension of their current services. Most of these agencies have become interested in this service because of parent requests. While there has been a definite interest, most of the agencies have been unable to proceed because the amount of staff time needed for planning and the other start-up costs that would jeopardize the financial base of their other services. Another factor which presents serious problems is the financing of the care for those families who cannot pay the full costs of care and who do not qualify for Purchase of Services. This project attempted to deal with the first problem. We hope to explore in the near future mechanisms for dealing with the latter.

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GLOSSARY

agency - a person or group of people who is administering a family day care system (e.g., a day care center, a social service agency, etc.)

family day care - regular care for children in the care-givers own residence for less than 24 hours a day for monetary compensation.

family day care coordinator - the agency staff person who has the immediate responsibility of seeing that the family day care program operates smoothly.

family day care system - a group of family day care homes that is administratively organized either as a unit by itself or as a part of another agency (e.g., day care center, nursery school, social service agency).

family day care teacher - a provider of child care who operates from his/her own home; synonyms are family day care mother/father, family day care parent, family day caregiver, family day care provider, and family day care worker.

infant - a child aged 0 to 1½ years.

natural parent - the parent or guardian of a child placed in day care.

pre-school child - a child aged 3 to 5 years or up to enrollment in first grade.

school-age child - a child enrolled in first grade or above.

toddler - a child aged 1½ to 3 years.

I. INTRODUCTION

Guidelines for Establishing a Family Day Care System is the results of a planning grant received by Community Coordinated Child Care in Dane County, Inc. (4-C). The intent of this project was to facilitate the development of family day care systems in Dane County in order to improve the quality of child care services available by: (1) providing funds to existing agencies to permit them to proceed with the planning and organization of family day care systems attached to their agencies; and (2) bringing those agencies together to establish needed criteria and services for family day care homes.

The project was implemented in the following manner. Three agencies that were interested in developing family day care systems and one agency which already had family day care homes received sub-contracts from 4-C to allow staff planning time for developing standards for family day care systems. Agencies that received sub-contracts were Child Development, Inc., Divine Savior Nursery School, First Congregational Day Care Center, and Methodist Children's Services of Wisconsin, Inc. A Family Day Care Planning Committee was formed. The committee was chaired by the 4-C staff representative. The committee included staff representatives from each agency that received a sub-contract from 4-C, a staff representative from the Wisconsin Division of Family Services and a staff representative from the Dane County Department of Social Services.

The Family Day Care Planning Committee was charged with developing the following:

--criteria for selecting, evaluating and supervising the physical environment of family day care homes;

--criteria for selecting, evaluating and supervising family day care providers;

--training program(s) for caregivers;

--a certification system; and

--possible related services for family day care homes.

Once the committee became involved in carrying out its charge, the enormity of the task came to light. In addition, the committee noted that some important facets in establishing family day care systems were not included in the charge. In summary, due to time and personnel constraints, Guidelines for Establishing Family Day Care Systems is not all inclusive of every aspect to be considered in establishing systems. We view it as a basic guide and starting point and hope that our work will be built upon by others. For example, one of the most glaring omissions in this report is the whole area of financing family day care systems including cost analyses of family day care programs.

Yet, it is our hope that this report will serve to assist those who are interested in establishing family day care systems. Guidelines for Establishing a Family Day Care System has been written in terms of both minimal and optimal standards. Minimal standards reflect both the necessary requirements for good developmental child care and what can reasonably be expected as feasible in a family day care system. Optimal standards reflect non-essential but important elements to include in a program and a direction toward which to strive for in the constant goal of improving care for children.

Finally, the report reflects the general philosophy of the committee-that to meet the needs of families and communities, a diversity of family day care systems is desirable. Thus, the contents of the report are applicable to many settings, that is, family day care homes attached to day care centers, nursery schools or social service agencies.

What is Family Day Care?

Family day care is regular care for children in the care-givers own residence for less than 24 hours a day for monetary compensation.

What is a family day care system?

A family day care system is a group of family day care homes that are administratively orgaized either as a unit by themselves or as a part of another agency (e.g., day care center, nursery school, social service agency).

What should we consider in organizing a family day care system?

.... the physical environment

.... selection, training, supervision and evaluation of family day care teachers

.... the relationship of the family day care teacher to the agency

.... the involvement of the children's natural parents in the program

.... related services for family day care

.... certification standards

II. THE ROLE OF THE FAMILY DAY CARE COORDINATOR

One of the most important factors in a family day care program is the role of the family day care coordinator. The coordinator functions as the liaison maintaining communications among the agency, the natural parents, and the family day care teacher, thereby reducing the occurrence of gaps in the delivery of services to families and mitigating the chances of problems and misunderstandings developing. The coordinator has an overall view of the family day care system enabling him or her to both push for innovative ideas that improve the program and function as a troubleshooter preventing disruptions in the program.[1]

Ideally, the family day care coordinator has the following qualifications:

--knowledge about child care including the delivery of services in the field;

--the ability to establish and maintain relationships with parents and family day care teachers;

--organizing and coordinating skills; and

--the ability to identify and utilize community resources.

The family day care coordinator may be an experienced worker in child care; a social worker; an early childhood education major; a day care teacher; or any person whose background establishes that he/she has the above mentioned qualifications.

We will now examine the specific functions of the family day care coordinator. It should be noted that some functions may be delegated to other staff members; also, specific functions will vary in different agencies.

Liaison

As mentioned earlier in this report, the liaison is a vital component in a family day care program. Linking together the agency, the family day care teacher and the families, the liaison is familiar with all three and in regular communication with all three.

The coordinator, functioning as liaison, should have an intimate knowledge of the agency's entire program, that is, the philosophy and goals of the program; what the agency actually does; and how it goes about accomplishing what it does. The coordinator should have access to the administrative and other professional staff and work cooperatively with them.

The liaison is the agency contact person for the family day care teacher and as such, must establish and maintain a professional working relationship with the family day care teacher. The liaison is available

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[1] Since the role of the family day care coordinator can involve any of the components in a family day care system, this overview of the coordinator's role can also serve as an overview of the components of a family day care system.

to the home teacher both on a regular basis and an "on call" basis. The latter is necessary in meeting the responsibilities of helping the family day care teacher work out problems, answering his/her questions and assisting in emergency situations.

The coordinator should establish and maintain relationships with the families being served by the program. Generally, the coordinator is the agency's contact person for the natural parents. Being familiar with the families helps the agency to better meet the needs of families being served.

Recruitment of Family Day Care Homes and Teachers

After a recruitment program has been carried out, generally it is the responsibility of the family day care coordinator to interview the applicants and assess the homes. If a team approach is used by the agency, the family day care coordinator should definitely be a part of the interviewing team.

The hiring process is very likely to call for several interviews. At least one home visit is necessary to assess the physical environment of the home. In assessing the physical environment, the coordinator should use as guidelines the minimal acceptable standards set by the agency for certification by the agency. If homes need to be licensed by the state, the coordinator should follow state regulations in addition to those set by the agency in making an assessment. In cases where homes have the potential of meeting certification or licensing standards, the coordinator may assist them in meeting said requirements.

In interviewing applicants, the family day care coordinator must have the necessary interviewing skills in order to do an effective job. He/she must be able to exercise professional judgement in making an assessment of the interviewee. Here again, if the applicant is not presently qualified as a family day care teacher, but has the potential, the coordinator may assist him/her in the process of becoming qualified for such a position.

Before the family day care teacher has been accepted into the program, all of the agency's policies should be explained to the applicant. The agency's expectations of a family day care teacher and her responsibilities should be discussed and made clear. Financial arrangements and fringe benefits, if any, should also be clarified. The agency and family day care teacher should have a written working agreement to help assure that the expectations and responsibilities of both parties are clearly understood.

Providing a Training Program

The coordinator is generally responsible for seeing that a training program is provided for family day care teachers. Depending on the skills and background of the coordinator, he/she may or may not design the training program and/or formally teach in the training program. Thus, there are several alternatives available to the coordinator in providing training. The coordinator, of course, should be familiar with the necessary content of a training course.

Some alternatives in providing training for family day care teachers are:

--the family day care coordinator designs and conducts training sessions

--the agency's educational coordinator designs and conducts training sessions with consultation with the family day care coordinator

--the family day care coordinator arranges for family day care teachers to obtain training at the local community college or vocational school

--the family day care coordinator coordinates a training program by arranging for specialists in the various areas to be covered in training to conduct sessions in their areas of expertise (e.g., nurse, early childhood education specialist, social worker, tax expert, etc.)

--family day care coordinator uses other community resources, not mentioned above, to design and/or conduct a training program (e.g., local 4-C, other child care agencies or organization with the required expertise who may already have a training program)

Supervision and Evaluation

In the capacity of supervisor, the coordinator is responsible for the on-going training of family day care teachers. That is the supervisor is aware of what areas the family day care teacher needs improvement in and provides the opportunity and means for improving. Thus, through supervision, the coordinator sees that the individual needs of each home teacher are met.

Supervision calls for visiting each home on a regular basis. If this is done, the coordinator should be able to spot problem areas before they become insurmountable. Periodic evaluations of the family day care teacher should be made by the supervisor and shared and disucssed with the home teacher.

Where the agency is financially able or has access to furniture and equipment that can be loaned to family day care homes, the coordinator assesses the need, responds to requests, and generally transports the goods to and from the homes. In addition, the coordinator sees that the loaned equipment and toys are properly maintained.

Intake

The family day care coordinator's responsibility for intake begins with interviewing families in need of child care. During the interview process, the coordinator makes an assessment of the family's needs and determines whether or not the agency can meet those needs. The coordinator is responsible for explaining the agency's programs and policies to the family. Discussion should take place around the roles of the natural parents, the agency, and the family day care teachers in the family day care program. During intake, the coordinator should gather all of the information required by the agency and see that all forms are properly completed by the child's parent(s), assisting them when necessary.

Placement, Termination, and Transfer

The coordinator must determine which homes the child can be placed in. Placement is determined by the age of the child to be placed; the ages and number of children in potential homes; an assessment of what type of arrangement the family would like for the child; the personal characteristics of the family day care teacher in terms of her ability to relate to the child and his/her family; and the location of the home in terms of convenience.

The coordinator should recommend two or three homes for the natural parents to visit. The coordinator may accompany the child's parents if they feel uncomfortable about going alone. The final decision on the placement of a child in a home should be determined by the joint agreement of the natural parents, the family day care teacher and the family day care coordinator.

Placement should be probationary for a period of approximately two weeks, after which time a reevaluation should take place. Here again, the suitability of the placement should be determined by the joint agreement of the child's parents, the home teacher and the family day care coordinator. If the placement is determined as suitable, the coordinator follows-up the placement to see that the situation continues smoothly.

If the initial placement proves to be unsatisfactory or for some reason unavailable, the coordinator arranges a transfer and acts to facilitate the transfer.

The coordinator also acts to facilitate the termination of a child in a home.

Organizing Group Meetings for the Natural Parents and Family Day Care Teachers

The coordinator organizes meetings for the natural parents and the family day care teachers. These may be joint meetings or separate for each group. (In agencies that have a parent worker who organizes meetings for the parents, the coordinator should attend the meetings and encourage attendance by the parents.)

The nature of the meetings can vary depending on the needs of the group. Meetings may be of a social nature designed to informally acquaint people with one another. Meetings may be set up to primarily inform parents about the agency's programs and changes in policies and/or to obtain input into program policy by parents. Group meetings may serve as a setting whereby parents and teachers share their experiences and problems and engage in problem-solving. Meetings may be oriented toward educating parents with sessions on nutrition, policy planning, budgeting, child behavior and development, etc. Meetings can be designed to meet the special interests of parents and home teachers. No matter what the purpose of meetings are, they should reflect the needs and interests of the natural parents and family day care teachers.

Finally, in organizing meetings, the coordinator should consider child care arrangements.

Making Referrals and Counseling

Some of the personal problems of family day care teachers, children and their parents will not fall within the realm of the agency's ability to solve them. If the agency does not have a mechanism set up for making referrals, the coordinator should have sufficient knowledge of the community to make appropriate referrals.

The family day care coordinator will have to engage in a minimal amount of counseling. By virtue of the position the children's parents and family day care teacher will approach the coordinator with problems. Typical problems that the coordinator should be aware of and be able to handle are: separation (mother and child); guilt feelings on the part of the natural mother; jealousy; disruptions in financial agreements; and breakdowns in routines.

For atypical problems or those outside of the coordinator's capabilities in counseling, the coordinator should refer the client to the agency's social worker. If the agency does not provide counseling or has no social worker or counselor, the coordinator should make an appropriate referral to another community resource.

Record Keeping

The coordinator should see that all records required by the agency are maintained. Some may be delegated to other staff members (e.g., family day care teacher). Pertinent records include personnel records of family day care teachers, intake applications of families, placements, terminations, health records, attendance records, and financial records.

Supervision of Students and Volunteers

If the agency utilizes students or volunteers, the coordinator is responsible for their training, supervision and evaluation if they are utilized in the family day care program. If the agency has a volunteer coordinator or faculty liaison (in the case of students), the family day care coordinator works cooperatively with them.

III. SELECTING THE PHYSICAL ENVIRONMENT

In selecting family day care homes, while minimal standards for the physical setting are necessary, the total atmosphere of the home should be considered. Isolated problem areas may possibly be brought up to the required standards by the potential family day care teacher, either independently or with the assistance of the agency.

Also to be kept in mind are the preferences of families in need of child care. Many people would like the family day care experience and atmosphere to be as close as possible to what the child would receive at home.

Choosing the Location

In considering the location of family day care homes, such factors as need, safety, health, zoning and licensing must be taken into consideration. One factor may be more important than any other at a given time. The optimal is of course to have the best in all areas - if the optimal cannot be obtained, then there needs to be provision for determining which of the factors in any given case are most important. If zoning is iron clad and prohibitive, then one proceeds from there. Of course, the human factor of the provider of care is always of utmost importance even in considerations of location.

If one of the goals of day care is to meet the needs of all families and provide alternatives in doing so, it should be kept in mind that family day care homes are found and can be utilized in all socio-economic neighborhoods.

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One of the prime factors that should be taken into account in selecting the location of family day care homes is the needs of the families who will be served. Homes should be easily accessible to those who need the service. In the best situation, homes should be near the child's own home or the place of employment or study of the child's parents. If this is not possible the family day care home should at least be accessible by some form of public transportation.

Other factors to consider in selecting home sites are the proximity of the homes to the central administrative unit, bus lines, walkways, and outdoor play areas.

If toddlers and pre-school children are to be placed in the homes, it is particularly necessary that outdoor space for crawling, walking and playing are readily accessible. The optimal location would also provide the means for frequent visits to nursery schools or other group centers for regular participation.

If school-aged children are to receive care, the home must be on the school bus route or in some way enable the child to go and come from school freely. If parent and child desire that the child attend school in his own neighborhood, this should be a consideration in the placement of the child, thereby affecting the location of the family day care homes.

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The selection of the location of family day care homes may be affected by zoning regulations. Zoning regulations are determined by local ordinances and should be examined in the selection process. Unrestricted zoning, whereby it is possible to utilize any desirable facility in any geographic location is the ideal. If zoning regulations affect the choice of family day care homes, the process for redress should be fairly rapid in seeking changes in the regulations. Here, it is necessary to evaluate the local political climate and act accordingly.

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Licensing or certification may affect the choice of family day care homes. Thus, one should become familiar with the licensing and/or certification standards. At a minimum, these standards should assure the health, safety and growth of children. At best, licensing and certification standards, as they affect the physical environoment, should not be limited to residential districts or traditional lots for play areas. In contrast, standards should allow for the use of innovative ideas for play space, both inside and outside, and should not be based solely on middle class values.

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Safety and health factors must be taken under consideration in the selection of family day care homes. The best environment is one that is safe for the child physically, mentally and emotionally and is located in a desirable geographic area. Realistically, one is not always able to locate a house in the most desirable area, thus, compromises may be acceptable on the exterior environment if the indoor space is safe and healthy and the child is not endangered. This arrangement may prove satisfactory for infants, but becomes less satisfactory for toddlers, pre-schoolers and school-age children. Toddlers must have adequate space for locomotion. Additional considerations are freedom from air, noise and visual pollution. Pre-school children need surroundings in which they are able to explore in relative safety from human, mechanical and environmental dangers. School age children must be able to come and go from the family day care home freely. An added plus for school-age children is easy access to various community resources (e.g., library, recreational facilities, etc.)

Choosing a Building Structure that is Safe, Sound and Sanitary

In selecting a family day care home, it is necessary to evaluate the safety, soundness, and sanitation of the structure itself.

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State and local building codes should be followed where applicable.[2] If state and local codes are in conflict, the greater jurisdiction should

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[2]As of July, 1973, in Dane County, exactly what homes building codes apply to are unclear. Proposed new codes for Wisconsin would affect any home where care is provided for 3 or more children. However, since these codes are rather stringent, there is community resistance to their passage, making their passage uncertain to date.

be adhered to. Thus, familiarity with building codes is important for those organizing a family day care system.

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The following can be used as general measures of a safe and sanitary structure.

EVALUATING SOUNDNESS OF STRUCTURE

1. The structure should have a weight-load capacity adequate to the equipment, furniture, and persons in the family day care home.
2. The structure should be fire-resistant, and designed to minimize fire danger. There should be some sort of fire-fighting equipment close to high hazard areas such as the kitchen (For optimal safety, there should be fire-detection devices in areas of use and areas of high hazard.).
3. There should be adequate space to meet the needs of the family day care program.

EVALUATING THE EXTERIOR STRUCTURE

The exterior should be free of hazardous overhangs, and weak porches and steps.

EVALUATING THE INTERIOR STRUCTURE

1. The interior finish should be smooth and finished.
2. Hazardous areas, such as the heating room, gas and water mains, and workshop areas, should be enclosed.
3. Hazardous fluids, chemicals and medicines should be kept in a locked cabinet.
4. Interior doors and closets should be free of locks.
5. An approved fire extinguisher should be available.
6. Paint should be lead free.
7. Service equipment:
   a. Cooking heating, ventilating, and air conditioning equipment should be enclosed and cleaned and inspected annually.
   b. Electrical wiring should be insulated, and of adequate capacity for all major uses.
   c. Outlets and sockets should be covered with safety shields.
   d. Plumbing should be covered and in working condition.
   e. Toilets of the water flush type should be used and connected with a sewage system which has been approved by the Division of Health if of the septic tank, soil erosion type; or by the Department of Natural Resources if of the type that provides service disposal of the treated effluent.
   f. Areas for washing hands should be conveniently located and adequate.

Making Provisions for Outdoor Play

An outdoor playground should meet certain minimum requirements in terms of safety. Minimum standards set by licensing in the state of Wisconsin are:

--seventy-five square feet of space per child;

--a securely closed in area; and

--well-drained and free from hazards.

Concepts of what an outdoor play area should consist of vary. However, it can definitely be stated that play areas should be interesting, challenging, and should allow the child to develop large motor skills. It should be pointed out that outdoor space should be provided for all ages of children including infants.

For infants and toddlers optimally, the outdoor play area should be enclosed (enclosed does not necessarily mean fenced in; boundaries can be of a psychological nature, e.g., shrubs) and have sunlight, grass, shrubs and shade. It is desirable for toddlers and pre-schoolers to be provided with outdoor play equipment such as a sand box, swings and tubes for crawling. Pre-schoolers also benefit from tricycles, a see-saw (in a marked off area to prevent accidents), a wading pool or sprinkling system, and climbing equipment. If the above optimal provisions for outdoor play cannot be met, at a minimum, family day care homes should have a screened in porch for infants and toddlers where they can crawl and toddle freely. Pre-schoolers should have adequate play space in a yard or access to a playground (walking or via transportation).

The following is a list of hazards to avoid in the external environment and suggestions for removing them.

Hazards to Avoid	Suggestions for Removing Hazards
metal slides with sharp edges	remove slides
sandboxes left uncovered (danger of animals getting into them)	provide a cover when not in use
swinging gates (play equipment)	pad with rubber bumpers or put on governors
swings and other play equipment that are not securely anchored in the ground	anchor firmly underground with covered stakes
swings and other play equipment with exposed concrete bases	pad bases
swings with wooden seats	remove; use canvas or rubber tires
wading pools left unemptied	adequate supervision of children; fresh water supply

Playground equipment should be in a clearly marked off area to safeguard those who are not using the equipment from possible injury.

Hazards to Avoid	Suggestions for Removing Hazards
exposed electrical and telephone wires	call the appropriate utility company to correct the danger
electronic garage door (can be opened by someone else's signal)	use a double frequency signal
garage items (e.g., gasoline, anti-freeze, large equipment, etc.)	keep garage door locked; children should not have access to garage
lead paint on outside of house or other outside structures	scrape if peeling and use non-toxic paint
loose rocks and stones (potential danger when children are not properly supervised or dangerous to walk on)	adequate supervision
plastic equipment that rips and leaves sharp edges	replace equipment
poisonous plants	weed plants out; do not burn them
poorly covered wells and other large holes	make sure they are recovered adequately or filled in
rusty nails, garden tools, and broken glass	remove from area
splintering boards and equipment	sand them
stagnant water	drain or fill
stray animals	report to neighbors or authorities
unscreened drains	screen them
window wells	use plexiglass covers
uncovered screws and bolts on equipment	cap them
toxic sprays	do not use in areas where children play
ropes, wires, and garden hoses that children can get tangled in	remove from area

Evaluating the Internal Environment

In evaluating the internal environment of family homes, it should be emphasized once again that although minimal standards can and should be followed, the total atmosphere of the home should be considered. Also to be considered, are the wishes of the parents of the children to be served. All homes, of course, should meet the minimum standards in terms of safety, health, and sanitation and should reflect good housekeeping standards, that is, the home should be clean, uncluttered, and comfortably furnished for day to day living. In selecting and using family homes, the ages of the children to be placed in the homes should be a determinant in the evaluation of the internal space, furniture and equipment. The following pertains to homes in which care is provided for infants, toddlers and pre-school children.

Internal Space

The family day care home should have a space for each child to nap. This can be a corner of a room. For infants and toddlers, space is also needed for a changing surface. In the optimal situation, an entire room, large enough to accommodate all necessary equipment, is used for child care.

The home should at a minimum be well-lighted, have windows and screens, proper heating controls and relative quietness. Optimal conditions require that the home has shades, cooling controls, and that the space utilized be on the ground floor or second floor with exits in case of fire.

For pre-school children, the following should also be provided: a special place for the child to keep his/her belongings; hooks for hanging coats and other outdoor wear; and hooks for each child's personal towel.

There should be some area where the infant can spend time with other family members and become involved in approporiate activities. There should be adequate floor space free of hazards to allow mobility - to crawl around, use a walker, and/or use a swing, etc.

The toddler should have a small space set aside in the main family activity area for his/her playthings and equipment. The toddler will need a sufficient amount of floor space for large motor activities. Basement play areas can be used if well lighted, warm, dry and free from hazardous equipment. Stairways down must be enclosed and a rail provided.

Pre-school children need an indoor area that provides sufficient space for play with such equipment as trucks, blocks and, if possible, tricycles, etc. As for toddlers, this can be either on the main level or in the basement. There should also be an area set aside for quiet play containing a child size table and chairs.

Toddlers should be fed in the kitchen or dining room in either a feeding table, high chair or at a child size table. The pre-school child should have his/her own place at the family table or with other children at a child size table.

The bathroom should include the following: hot and cold running water; a properly functioning toilet; a stool for reaching the sink; and a potty chair or toilet seat.

Furniture and Equipment

The following furniture and equipment is needed in operating family day care homes:

1) A crib, playpen, or buggy for infants to sleep in. If a playpen is used, it should be padded and properly covered. In the optimal situation, the infant is provided with a full-sized crib and a clean plastic covered crib mattress. Toddlers can sleep in a crib, bed or cot. It is best if the crib, bed or cot is used only by one child. Pre-school children require a cot or a bed.

2) Washable linens and blankets. It is preferable if fitted sheets are used on cribs.

3) A playpen if infants are cared for.

4) A box to store baby supplies or the child's belongings is a minimal requirement. Optimally supplies and belongings would have a special place on a dresser or shelf.

5) Infants and toddlers need a surface suitable for changing. The optimal is a changing table with a strap to keep the infant from falling.

6) A chair, preferably a padded rocking chair, in which to hold infants while feeding them. A high chair or feeding table is also needed for infants and toddlers.

7) Space in a refrigerator is required for storing the infant's formula and baby food.

8) Small plastic serving dishes and small spoons are needed for feeding infants.

9) A container for storing toys.

10) Child size chairs for toddlers and pre-school children.

11) Doors or gates at stairways where toddlers are cared for. (Stairways should be enclosed and have railings).

12) Telephone and emergency numbers posted.

Additional furniture and equipment, above minimal needs, for the pre-school child include: a television for watching children's programs; a record player and records; books; suitable toys; and shelves for books and toys.

The home requires fewer special provisions for the school-age child. There should be a special place for the child to store his/her belongings. The home should have a telephone and emergency numbers posted. There should be a quiet area for relaxation and quiet play. This area should have a work table or desk if he/she wishes to do homework. There should also be a hook in the bathroom for each child's personal towel.

Selecting Educational Equipment

Each family day care home selected will have some educational equipment on hand. This takes into consideration ordinary items found in most households which may not be typically thought of as educational equipment. Examples of such items can be seen in Table I, such as water and pans.

At each age, toys for children should be:

--durable;

--safe (for very young children, large enough so they cannot be swallowed, smooth and non-toxic; 3 and 4 year olds, however, need to manipulate small objects);

--multi-purpose (there will be some exceptions, e.g., puzzles);

--appeal to the child's senses;

--motor oriented - large and small; and

--provide social interaction.

Family day care teachers should be given booklets on home made toys, ideas, and suggestions on what to use and how to make the equipment. Workshops provide an excellent vehicle for educating family day care teachers in this area. In addition, home-made toys can be as interesting as those that are store-bought yet at a far lesser cost.

For maximum benefit of educational equipment, the family day care teacher must be willing to spend time with the child and have an understanding of the child's interest and development at various stages.

Table I gives the minimal and optimal educational equipment needed at each age level. Items listed under "optimal equipment" are in addition to those listed under "minimal equipment," that is, they are supplementary.

TABLE I - Minimal and Optimal Educational Equipment Needed in Family Day Care Homes

AGE OF CHILD	MINIMAL EQUIPMENT	OPTIMAL EQUIPMENT
0 - 1 year	soft, washable, brightly colored objects to see and touch	crib toys - brightly colored - musical push-pull items texture things: rough-smooth hard-soft warm-cold
1 - 2½ years	large cardboard boxes pans wooden spoons plastic bowls blocks something to climb water to play in quiet and noisy items balls	cloth books - picture books pounding toys cart for hauling (items to haul) sand imitative toys
2½ - 5 years	something to climb blocks cars dolls books paper-crayons-scissors puzzles water to play in balls digging and pouring equipment	toys to develop large muscles (e.g., tri-cycles, wagons) manipulative creative material (e.g., clay, paint, paste, glue) dramatic playthings (e.g., dress-up clothes, telephone, houses) science experience (e.g., seeds, plants, magnets) sand and mud music
5 - 10 years	space for physical activities balls	games of skill records a quiet place to study work bench reading material

Safety Procedures to Include in a Family Day Care Program

1. There should be an annual fire inspection. (For optimal safety, the home teacher should make a weekly fire and safety inspection.)

2. There should be an annual licensing or certifying inspection which includes a safety check.

3. Evacuation plans for both fire and tornadoes should be posted by each exit. In addition, periodic evacuation drills should be carried out.

4. There should be alternate sources of light and heat, and emergency supplies for food and water.

IV. THE FAMILY DAY CARE TEACHER

Recruiting Family Day Care Teachers

Basic to the whole aspect of family day care is finding the people who wish to serve as caregivers. Since the need for the service appears in all areas of the country, recruitment efforts must reach all potential candidates. The following is a suggested list for accomplishing that end.

1. A well written, interesting descriptive article to acquaint people with the existence of the program, its objectives and means of operation, including a telephone number that interested parties may call for further clarification and/or involvement. This article can appear in regular daily newspapers, area newspapers, such as "West Side Shopper" and "The Reporter", Eagle Heights newspapers, University newspaper, church bulletins, League of Women Voters newsletters, Neighborhood associations newsletters, PTA news, etc
2. Requesting the local newspapers to do a feature article on the program to include a telephone number for interested persons to get further clarification.
3. Radio and television public service announcement - include a phone number for interested parties to call for further information.
4. Radio and television featured program about the service - include a phone number for interested parties to get further information.
5. Advertising in the classified sections of the local newspapers.
6. Distribution of a descriptive pamphlet to school age children through the schools. This is especially useful in an area where a great need appears for the service. This requires the cooperation of the school.
7. Posting of an advertisement and/or pamphlet on the bulletin board of local supermarkets and laundermats.
8. Request time and send a speaker to groups of potential caretakers such as to local PTA meetings; church groups, etc.
9. Contact the State Employment Office so that they may refer potential caretakers; also the University student employment office.
10. Check out the list of names at the County Welfare Department of people who have expressed interest. This requires the cooperation of the department.
11. Check out currently unused foster homes, if any.
12. Check out advertisements in classified sections for potential candidates
13. Solicit the help of caretakers already in the program in helping recruit friends and neighbors. This may be done by asking them to submit names and having a staff person follow up to determine interest or using them as part of a team to survey an area to seek out interested people....While this method appears last on the list, it should not be seen as a last resort--as a matter of fact it is seen as one of the best methods for recruiting good caretakers.

Selecting Family Day Care Teachers

Assuming the recruitment program is successful, the next step is selecting the family day care teachers. Selection should be looked at from two different angles - (A) What information do you hope to gather to help make a good selection? and (B) How can you best obtain this information?

Information to determine whether the applicant meets the minimum requirements such as age, number of children already being cared for, and location can easily be obtained in an initial screening by telephone conversation and/or an application.[3] The applicant's personal characteristics must be assessed to determine if he/she will fit into your program. The following is a list of personal characteristics to look for in a family day care teacher along with methods for assessing the characteristics.

Characteristics to Consider	Verification of Characteristics
1. Age (18 - 65)	1. Through question or initial application
2. Physical Health - Is the applicant essentially free from medical conditions which might endanger children in his/her care?....sufficiently energetic to keep up with the demands of the children in his/her care?	2. Before the first placement, an authorized statement from a physician should be submitted to the agency certifying that a physical examination, including a TB test or X-ray, was completed within the past year.
3. Mental Health - Does the applicant appear to be a rational, stable individual? ....Is there a history of mental illness?	3. Through diagnostic observation in interviews and direct questioning.
4. Personal Qualities - Does this person....have a sense of responsibility?....at least average intelligence?.... have a good common sense judgement?....Is he/she.... happy?....flexible in terms of schedules and routines and in his/her thinking?.... motivated to learn and/or improve child care skills?.... Does he/she have the potential to learn?	4. Through diagnostic interviews and direct questioning.

[3] See Appendix A for sample application form for family day care teachers

Characteristics to Consider	Verification of Characteristics
5. Motivation - Why is this person interested in serving as a child caregiver? Is it: love of children; companionship for own children; desire to help others; money; and/or desire to be employed in the home? It should be pointed out that none of the above mentioned motives are innately "good" or "bad". Motives must be considered in light of the applicants other characteristics.	5. Through diagnostic interviews and direct questioning.
6. Family Picture - What is the family constellation?.... are there other members of the family who will be helpful or supportive to him/her in caring for the children?.... Does she/he come from a large family?....If so, how does he/she feel about it?	6. Through diagnostic interviews and direct questioning.
7. Background - education, training, and experience particularly related to child care training and development.	7. Through direct questioning.
8. Feeling for and ability to Relate to Children - What is the actual feeling that comes across?....Is he/she kind and gentle?....Does he/she listen to and answer children's questions?....Is he/she responsive to their cues?....Does he/she allow for and provide for individual differences in children?....Do children seem happy around him/her?.... Is he/she able to set limits in a positive way?	8. Through interviews and observation of the applicant's interaction with his/her own children and others when possible. References. An assessment of the applicant's children.
9. Community Involvement - Is he/she a concerned neighbor and citizen?....What are his/her community involvements?	9. Through discussion questions.

Characteristics to Consider	Verification of Characteristics
10. Priorities and Attitudes Regarding Child Care and Development - What does he/she feel is good physical care?....What importance does he/she place on educating the child?....How would disciplinary problems be handled?.... Is the applicant aware of a child's emotional needs as well as physical and intellectual needs?	10. Through discussion and/or role playing (i.e., given situation A, how would the applicant handle it?), References.
11. Ability to Work with Supervising Agency - Is the applicant able to and willing to abide by agency rules?.... Can he/she accept the agency's supervisory and training role? ....Will he/she feel a part of the team to provide better child care?	11. Through discussion.
12. Ability to Work with Natural Parents - Can the potential family day care teacher.... accept that the natural parents play an important role in the child's life?.... accept and respect the natural parent's wishes even though he/she may disagree?....accept the child even if he/she does not accept the natural parents?	12. Through discussion and role playing.

With all of the above, it is assumed that the applicant is willing to engage him/herself in this process which is likely to involve several interviews. At least one of the interviews should be a home visit. While specific characteristics desirable in a family day care teacher have been enumerated, it should be noted that the order in which they appear is not significant and no attempt has been made to weight any of the characteristics. It is hoped that by examining all of the characteristics, a total picture will emerge. Its accuracy will be largely based on the skill and "professional" intuitiveness of the interviewer.

Training Family Day Care Teachers

ASSESSING WHO NEEDS TRAINING

All agencies operating a family day care system should offer a training program. To be of value, a training program must be oriented to meet the current needs of family day care teachers. Some areas of training will be of value to all; others only to certain family day care teachers, depending on their own experience, needs, and desires. All family day care teachers will need an orientation to the agency, its family day care program, and their job responsibilities. In evaluating family day care teachers during the selection process, those who are selected who have the potential but do not meet the minimal expectations of a family day care provider, must be required to undertake training in those areas where they are deficient. Thus, an assessment on an individual basis must take place. It can be firmly stated that the agency should make training available to all. However, whether or not each family day care teacher must undergo the agency's complete training program should be determined by the agency itself, depending upon its philosophy and particular training program. To reiterate, for those who do not meet the minimal expectations of a family day care teacher, training is necessary in those areas of deficiency.

DEVELOPING A TRAINING PROGRAM

Some type of training program is needed for all family day care teachers. The goal of training is to provide the family day care teacher with additional knowledge, skills, and self-awareness to help him/her give the best possible physical, emotional, and intellectual care to the children in his/her charge. Sub-goals may be stated as follows:

1. Help the family day care teacher understand the importance of the following in the early years:
   a. child development at various stages
   b. individual differences
   c. how children learn -
      imitate
      explore
      identify
      discover
      trial and error
   d. implementation of play to stimulate growth
   e. the need to establish trust and autonomy
   f. the need for guidance to help the child achieve self-control
   g. the need to help the child attain a positive self-image
2. Help the family day care teacher see her/himself and the job as worthwhile and rewarding by:
   a. remembering that the position can be isolating and therefore work to mitigate isolation
   b. making the family day care teacher aware of and how to use community resources such as the library parks, field trips and counseling
   c. using family day care teachers' ideas and attending to their areas of concern

3. Build trust and mutual appreciation among the family day care teacher, the child, and the natural parents by:
   a. seeing that the child's habits (i.e., routines, likes, dislikes are communicated to the family day care teacher by the natural parents and vice versa
   b. seeing that communication takes place between the family day care teacher and the natural parents centered around --
      discipline
      values
      what is important to the natural parents
4. Encourage the use of a variety of materials and equipment for development and growth of the child
5. Use as a guiding principle concern for the child's total environment --
      physical
      emotional
      intellectual

No effort has been made here to present a specific training model. There are already several training models and manuals available in print. By researching these, the agency can either adopt a model to follow, adapt one to suit the needs of the agency's family day care program, or create a new model. The following training models and manuals are recommended as being clear, descriptive and informative.[4]

Beginning with Infants: Suggestions for Reading and Viewing by Mary Elizabeth Keister

Child Care, Division of Family Services, Madison, Wisconsin

Child Care and Working Mothers, New York Child Welfare League

Course Outlines: Day Care Mother Training Program by Cathy W. Cohen and Anna Jo Haynes

Education of Children Aged One to Three: A Curriculum Manual by Paul Hanley Furfey (ed.)

Family Day Care Training Manual. Mississippi Department of Public Welfare, Family and Children's Services

A Handbook for Family Day-Care Workers by Jane Bridgman et al

A Handbook for Home Care of Children, Wayne State University, Child Development Training Program

I'm Not Just a Babysitter, by June Solnit Sale with Yolanda Ledon Torres

Matchmaking in Neighborhood Day Care by Arthur C. Emlen and Eunice L. Watson

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[4]See annotated bibliography for additional information on recommended models and manuals and other resources available for training; also for publisher.

Orientation and Planned Experiences for Day-Home Mothers in Training by Aurelia Mazyck

The Training of Family Day-Care Workers: A Feasibility Study and Initial Pilot Efforts by P. R. Dokecki, et al

What Day Care Mothers Want to Know by Thelma Valenstein

Although it is not within the realm of this report to give a course outline for training family day care teachers, the following topics are suggested as important areas to cover.

1. Orientation to the supervising agency.
2. Child development principles - developmental guidelines for various stages (infant, toddler, pre-school, school age).
3. Nutrition and health of children.
4. Equipment, toys and books - suggestions on how they are best used; how to incorporate art, music and language into the program; and suggestions for activities with children.
5. Guiding behavior - may include understanding the causes of problems; disciplinary techniques; toilet training; handling of problems through praise, presenting alternatives and setting limits; reflecting the child's feelings; and planning activities.
6. How to set up and maintain records, finances, and tax forms.
7. Making known community resources, including resource people locally and state-wide, and federal aid that might be available.
8. The necessary information the family day care teacher should obtain from the natural parents about the child (e.g., schedule or routines (sleep, meals, toileting, likes, dislikes, temperament).
9. Accident procedures, first aid, fire prevention and evacuation procedures.
10. Relationship of the family day care teacher to the child and to the child's parents.
11. Community climate regarding day care.

Training sessions may be formal or informal. They can take place at the agency, in the homes of family day care teachers, at other suitable sites in the community or a combination thereof. Family day care teachers can be trained as a group and/or on an individual one-to-one basis. It should be remembered, however, that the agency should work to alleviate the isolation of family day care teachers. Along this line, meetings can be of a social nature to acquaint family day care teachers with one another and to present information about the services available through the agency, program changes and coming events. Family day care teachers should be encouraged to exchange ideas and suggestions with one another. Interest sessions should be determined by the amount of material to be covered, state regulations where applicable, and the needs of the family day care teachers.

If possible, meetings should take place during the work day and participants paid for attending. This entails working out provisions for substitute child care and generally some means of transportation. Substitute care can be in the home of the caregiver or at the agency.

In addition to the financial considerations related to transportation and substitute child care, the agency should take into account the cost of publications used in the training program and salaries for personnel who conduct the training. It should be pointed out that the latter cost can be cut by utilizing existing staff of the agency and resource people available in the community at no cost.

There are numberous methods that can be utilized in training. It is suggested that a variety of methods be employed as there will be differences in how each family day care teacher best learns. Below is a list of teaching methods suitable for incorporation into training programs.

WAYS TO CONDUCT TRAINING

1. Lectures
2. Discussion
3. Visual presentations
   a. films
   b. observation
   c. demonstrations
   d. charts
4. Role playing
5. On-going training in the home directed at the specific needs of the individual
6. Bulletins about specific topics
7. Training packets
8. Forming task groups
9. Exploratory readings; distributing a bibliography
10. Family day care teacher-led sessions
11. Workshops

As stated earlier, it is the responsibility of the agency to make training available to all family day care teachers in its program. However, it is not necessary that the agency itself or agency personnel actually conduct the training. Any person can conduct training sessions who has sufficient knowledge about family day care and/or specific areas that should be covered in the training program; can offer practical suggestions; has the ability to gather and coordinate the necessary information; and can establish rapport with family day care teachers. To be more specific, training can be conducted by:

--the supervising agency itself utilizing agency staff and/or community resource people;

--the local community college or vocational school;

--a social worker familiar with the needs and problems of family day care;

--child development specialists; and

--volunteers from the community who have an interest and specialize in particular areas relevant to the needs of family day care (e.g., tax expert, nurse, nutritionist, etc.).

Motivation for participation in training can be enhanced if the program is designed in such a way that family day care teachers -

--gain knowledge;

--share their knowledge and experience with one another;

--gain practice skills; and

--get new materials.

V. THE RELATIONSHIP OF THE FAMILY DAY CARE TEACHER TO THE AGENCY

The basic goal of a family day care system is to provide quality care and nurturing for children and families. In doing this, it is necessary for the agency to provide services to family day care teachers. Services provided will vary from agency to agency depending upon the individual needs of the family day care teachers, financial constraints, and the relationship of the agency to the family day care teachers. This relationship should be clearly spelled out between the agency and the provider of care. This working agreement should be a written statement of policy, including the responsibilities of the agency to the family day care teacher and the home teacher's responsibility to the agency.[5] An essential component of a family day care program is the provision of a liaison person or coordinator to act as liaison for the agency, the natural parents, and the family day care teacher. Finally, any agency concerned with children should see themselves as advocates for all children's needs, not just their own, and the program should reflect this view.

Responsibilities of the Agency to Family Day Care Teachers:

Placement

All placement of children in homes should be channeled through the agency. Placement should be determined by the agency with the consent of the child's parents, and the family day care teacher, and in accordance with state licensing regulations. No children should be accepted by the family day care teacher without the consent of the agency. It is the responsibility of the agency to do all intakes and maintain the records.

Training

The agency has the responsibility to see that training is available for all family day care teachers.[6]

Consultation

The agency should provide consultation on special problems that children or their families might have. Consultation may be available from members of the agency's own staff or the agency can make referrals to other resources within the community.

Materials, Supplies, Equipment and Food

The agency has the responsibility of helping the family day care teacher maintain the necessary standards of health, sanitation, and safety. Services in this category may range on a continuum from providing no material goods, but providing non-tangible assistance, to providing

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[5] See Appendix B for sample working agreement between the agency and the family day care teacher.

[6] For specifics on training, see the section on training in Part IV of this report.

whatever materials, supplies, equipment and food the agency and providers of care feel are necessary.[7]

Administration

The agency should have a policy manual which clarifies administrative procedures, the responsibilities of the agency to the family day care teacher, and the responsibilities of the family day care teacher to the agency.

Financial Arrangements

Below is a presentation of possible alternatives for financial arrangements.

Alternatives:

1) The agency assumes no financial responsibility in the relationship. The natural parents and the family day care teacher work out their own financial arrangements. The child's parents pay the family day care teacher directly.

2) The agency pays the family day care teacher for the actual time each child receives care.

3) The agency pays the family day care teacher a flat rate on a regular basis for each child cared for.

4) The agency pays the family day care teacher a salary and provides fringe benefits regardless of the number of children cared for and the number of hours.

Career Ladder

Wherever possible, the agency should provide family day care teachers an opportunity for upward mobility (e.g., supervisor, liaison worker).

Supervision

The supervisor should have primary responsibility for observation and direction of the family day care teacher. The observation of home teachers and discussion of those observations by other home teachers would be useful for all teachers' growth.

It is recommended that supervision include both observations by the supervisor and other teachers, conferences between the individual teacher and the supervisor, and discussions among all on topics which are generally applicable.

In having family day care teachers observe one another, the logistics must be considered, that is substitute child care arrangements must be made. This type of observation must be of a positive nature, whereby

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[7] For additional information, see Part VII of this report, Related Services.

family day care teachers help one another. Observations, discussions, and conferences should be held on a regular basis known to each person involved. These would probably be spaced weekly for new teachers, monthly for more experienced teachers. In addition to the regularly scheduled observations, the supervisor should conduct unplanned and spontaneous visits on an irregular basis. An understanding to this effect should be made clear to the family day care teacher at the beginning of the relationship. For unplanned visits, it is advisable that the supervisor call the family day care teacher as he/she is leaving the office for the visit.

Observations should be made while the teacher is working with the children, and during the critical points of the daily schedule. The time of visits should be varied so that the supervisor can obtain a picture of how the home operates during different times of the day.

Conferences should be scheduled in a relaxed atmoshpere away from the children and during times when the home teacher is relieved of her duties.

The format of observation and conferences should be established, yet flexible. A record should be kept of both observations and conferences, to provide for evaluation on a continuous and focused basis. Observation and conferences should be timely, and anticipate major seasonal or developmental issues.

All supervision should be directed toward the employee's self-development and learning. Conferences might include statements of goals, evaluation statements, and redirection/restatement of new goals, including specific objectives for the teacher and particular children.

Evaluation

Evaluation of the family day care teacher can be divided into four general categories: 1) services the family day care teacher is providing; 2) the physical environment; 3) personal evaluation of the family day care teacher, herself/himself and; 4) the relationship of the family day care teacher to the administrative agency. We will now examine each category separately.

EVALUATING SERVICES THE FAMILY DAY CARE TEACHER PROVIDES

Services to children should be the first area to examine in terms of safety, health and nutrition, and the child's developmental sequence. Related to and a part of this are services provided to the child's family as a whole. That is, is the family day care teacher maximizing the full potential of the service? (e.g., maintaining communication with the natural parents, being available to provide care as agreed upon, etc.)

Also, to be evaluated are the services the family day care teacher provides for other teachers, students and apprentices. These must be looked at in terms of the agency's program. That is, does the agency encourage and make provisions for these services?

Measurements of services provided by the family day care teacher include:

--observation of on-going processes;

--results in terms of accomplished activities;

--reports of the natural parents as to their satisfaction with the services provided; and

--the feelings of the children (age permitting) about the services rendered.

EVALUATING THE PHYSICAL ENVIRONMENT

The areas of evaluation for the physical environment include: location; exterior space; the building structure; internal space; furniture and equipment; and teaching equipment.

Measurements of the physical environment[8] are:

--an inventory of interior and exterior space, and equipment as established by intake criteria; and

--how the family day care teacher utilizes the space and equipment available to him/her.

Each area should be evaluated in terms of upkeep, changes, and improvements.

EVALUATING THE PERSONAL CHARACTERISTICS OF THE FAMILY DAY CARE TEACHER

In evaluating the personal characteristics of the family day care teacher, the areas of concern are: the capabilities or competencies of the home teacher; the energy level; improvements; humaneness; and health status.

Measurements of the family day care teacher's personal characteristics can be obtained by:

--observation;

--personal interaction;

--examining results in terms of accomplished activities;

--observing the progress and development of the children being cared for; and

--examining the results of an annual medical examination.

EVALUATING THE RELATIONSHIP OF THE FAMILY DAY CARE TEACHER TO THE ADMINISTRATIVE AGENCY

In evaluating the relationship of the family day care teacher to the administrative agency, areas to look at are: the home teacher's relationship with administrators; his/her attitude toward supervision; the handling of financial matters; his/her attitude toward on-going training and education; and his/her amount of staff input into the system as a member of the team.

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[8] For details on the physical environment, see Part III of this report.

Measurements of the relationship of the family day care teacher to the administrative agency are:

--records;

--observation;

--personal interaction; and

--feedback from other staff members.

Liability Insurance

The agency has the responsibility of seeing that arrangements are made whereby the home is covered for liability. This responsibility can be carried out by the agency either paying the cost of liability insurance or requiring that all homes obtain liability coverage on their own.

Responsibilities of the Family Day Care Teacher to the Agency

The family day care teacher should perceive him/herself as a viable part of the staff and be willing to contribute to the program from his/her own experience and background. This might include working with students and other staff; input in determining policy, etc.

Specific responsibilities of the family day care teacher are as follows:

1. The family day care teacher should abide by the philosophy and terms of the agency's written working agreement.
2. The family day care teacher should never leave the child unattended.
3. The family day care teacher has the responsibility of reporting suspected child abuse cases to the agency.
4. The family day care teacher has the responsibility of maintaining each child's records on the following:

   emergency information
   health information
   developmental progress
   financial payments if made directly to the family day care teacher.
5. The family day care teacher should provide sufficient notice, as specified by the agency, of termination of care for a child. The family day care teacher should also provide the reason for termination.
6. The family day care teacher should provide sufficient notice, as specified by the agency, of resignation.
7. The family day care teacher should maintain regular communication with the natural parents on program policy and the progress of the child's development.
8. The family day care teacher should provide the agency with information on each child's routine (schedule).
9. The family day care teacher should have a yearly physical examination.

VI. THE RELATIONSHIP OF THE NATURAL PARENTS TO THE FAMILY DAY CARE TEACHER AND THE AGENCY

The agency's liaison worker is responsible for seeing that good relationships are established and maintained between the natural parents and the agency and between the natural parents and the family day care teacher. The liaison worker is the link connecting the three parties.

Responsibilities of the Agency to the Natural Parents

1. Recommend several homes, if possible, to visit from which the child's parents can choose the one they feel is best suited for their child.
2. Share the concerns of the child's growth and development with the natural parents.
3. Refer the child and his/her parents to the proper community resources when needed.
4. Help the family day care teacher and natural parents work out agreements concerning finances, scheduling, supplies, etc.
5. Help the natural parents carry out their parts of the agreement when necessary.
6. Help the natural parents with the termination process and/or the transfer of the child to another home.
7. Help work out substitute child care when emergencies occur rendering the regular family day care teacher unavailable.
8. Help interpret the natural parents attitudes about various areas (e.g., toilet training, discipline) to the family day care teacher.
9. Provide on-going training in child care and child development for the natural parents.
10. Provide opportunities for the natural parents and the family day care teachers to meet together socially and/or for business, information and support.
11. Provide opportunities for policy making input from the natural parents.

Responsibilities of the Natural Parents to the Agency

1. Report any changes in the child's physical or emotional status.
2. Report back to the agency the child's adjustment to the family day care home.
3. Give the agency a personal evaluation of the family day care teacher.
4. If agreed to, follow-up on recommendations of the agency for the child (e.g., referrals, health care, etc.).
5. Abide by the policies of the agency.

Responsibilities of the Family Day Care Teacher to the Natural Parents

1. Share with the natural parents the child's growth, ideas, and problems.
2. Accept each child as an individual.
3. Know some principles of child development to help in understanding children.
4. Report any changes in the family day care home situation to the natural parents (i.e., physical changes, location, accidents, illnesses).
5. Know first aid principles for emergency situations.
6. Follow the financial agreement and maintain appropriate records.
7. Provide for the children a safe environment, good meals, and space for rest and play.
8. Maintain a professional relationship with the natural parents.

Responsibilities of the Natural Parents to the Family Day Care Teacher

1. Give as much information as possible to the family day care teacher about the child:

   --health status
   --habits
   --feeding schedule
   --sleeping routine
   --likes and dislikes
   --fears

   Report any changes in any of the above.
2. Provide the proper changes of clothing, diapers, formula, and baby food.
3. Provide information on what to do if the child becomes ill or is involved in an accident.
4. Share information on the child's growth and development with the family day care teacher.
5. Meet the financial obligations agreed upon and on time.
6. Abide by the policies set up by the agency between the natural parents and the family day care teacher.
7. Reassure the child so that separation is made easier for all involved parties.
8. Maintain a professional relationship with the family day care teacher.

VII. RELATED SERVICES FOR FAMILY DAY CARE HOMES

There are many related services that can be provided by the agency for the children, their families, and the family day care teacher. Related services should be designed to meet the needs of those they are intended to serve. As most agencies, if not all, operate under financial constraints, each agency must decide which ones are priorities, that is, most needed; and which ones are feasible. Many can be incorporated into the program at little or no cost by utilizing existing community resources.

The following are services that might be provided by the agency for children, their families, and family day care teachers.

1. Act as liaison in problem situations between the natural parents and the family day care teacher by:
   a) providing common ground for discussion
   b) offering suggestions for solution of problems
2. Provide resources for the family day care teacher:
   a) trained consultants and resource persons
   b) equipment - cribs, cots, potty chairs, child size table and chairs, etc.
   c) use of the day care center and its facilities at certain times for activities and group exposure for the children
   d) food specialist for guidance in planning menus
   e) a nurse for training and consultation
   f) a bookmobile
   g) a reference library
   h) a toy lending library
   i) co-operative or wholesale purchasing of food and supplies
   j) food - meals on wheels, etc.
   k) provide information on community resources:
      --social service agencies
      --parks
      --libraries
      --specialized institutions (e.g., Children's Treatment Center)
      --Red Cross - first aid/emergencies
      --county visiting nurse program
      --free clinics for check-ups and shots
      --diagnostic clinics
      --telephone service for medical advice
3. Provide substitutes for periods when the family day care teacher is away from the home or unavailable:
   a) attending training sessions
   b) attending meetings
   c) vacations
   d) illnesses
   e) personal emergencies
4. Provide transportation for children to the family day care home, the agency, field trips, etc.
5. Provide after-school care for siblings, either at the center or in the family day care home.

6. Assist the family day care teacher with business aspects (e.g., bookkeeping, insurance, billing, etc.). Provide information on where to shop, what the best buys are, etc.)

7. Provide child guidance or parenting courses for the natural parents.

8. Provide a referral service and counseling for the natural parents.

9. Publish a newsletter for family day care teachers.

10. Organize meetings for natural parents and family day care teachers.

11. Make available a financial loan service for the natural parents whereby they are enabled to meet their financial agreements with the family day care teacher in emergency situations.

12. Keep the family day care teacher and natural parents informed of coming events in the community that are of interest to children and parents.

13. Sponsor and organize field trips for family day care homes.

14. Provide aides to assist the family day care teacher during the busiest hours and free the teacher for other activities (e.g., meetings).

15. Provide special child care arrangements for children that are ill.

VIII. CERTIFICATION STANDARDS

The proposed certification standards that follow, Table II, are based on the minimum standards that are acceptable for child care in family day care systems as established earlier in this report.

Table II - Proposed Certification Standards for Family Day Care Homes Operating within Systems

	For Homes Serving:			
	Infants	Toddlers	Pre-school	School-age
Location: accessible to those who need it	X	X	X	X
proximity to administrative unit, public transportation and outside play areas	X	X	X	X
accessible by school bus				X
zoning procedure should allow for quick process if need exists for change	X	X	X	X
assures health, safety and growth of children	X	X	X	X
Soundness of Building Structure: weight-load capacity adequate for the equipment, furniture and persons to be served	X	X	X	X
fire-resistant and designed to minimize fire danger	X	X	X	X
fire-fighting equipment close to high hazard areas	X	X	X	X
adequate space for the needs of the program	X	X	X	X
Exterior Structure: free of hazardous overhangs, weak porches or steps	X	X	X	X

	For Homes Serving:			
	Infants	Toddlers	Pre-school	School-age
Interior Structure: interior structure should be smooth and finished	X	X	X	X
hazardous areas enclosed: heating room, gas and water mains, and workshops	X	X	X	
hazardous fluids, chemicals, and medicines must be locked in a cabinet	X	X	X	X
interior and closet doors should be free of locks or able to be unlocked from both sides	X	X	X	X
lead free paint	X	X	X	X
Service Equipment: cooking, heating, ventilating, and air conditioning equipment should be enclosed, cleaned and inspected annually	X	X	X	X
electrical wiring should be insulated and of adequate capacity	X	X	X	X
outlets and sockets should be covered with safety shields	X	X	X	
plumbing should be covered and in working condition	X	X	X	X
adequate toilet facilities		X	X	X
conveniently located adequate facilities for washing hands	X	X	X	X

	For Homes Serving:			
	Infants	Toddlers	Pre-school	School-age
sufficient floor space for crawling, large motor activities and large toys	X	X	X	
Furniture and Equipment: a crib, playpen or buggy for the child to sleep in (if playpen is used, it must be padded and properly covered)	X			
playpen	X			
a box to store baby supplies	X			
a changing surface	X	X		
a chair to hold baby while feeding	X			
high chair	X			
refrigerator to store baby formula and food	X			
small plastic serving dishes and spoon for feeding	X			
telephone and posted emergency numbers	X	X	X	X
bed or cot		X	X	
washable linens and blankets	X	X	X	
toy container for storing toys		X	X	
child size chair		X	X	
doors or gates at stairways		X		
enclosed stairways and railings		X	X	

	For Homes Serving:			
	Infants	Toddlers	Pre-school	School-age
work table or desk				X
Bathroom: hot and cold running water		X	X	X
properly functioning toilet		X	X	X
stool for reaching the sink		X	X	X
potty chair or toilet seat		X	X	
Educational Equipment: soft, washable, brightly colored, non-toxic objects to see and touch	X			
large cardboard boxes		X		
pans and wooden spoons		X		
blocks		X	X	
something to climb		X	X	
water to play in		X	X	
noisy and quiet things		X		
balls		X	X	X
cars			X	
dolls			X	
books			X	X
paper-crayons-scissors			X	X
digging and pouring material			X	X

Who Certifies.....?

(1) Presently the state of Wisconsin licenses family day care homes. The Family Day Care Committee recommends that the state allow licensed day care centers to license family day care homes within their own systems.[9] One of the benefits of allowing licensed centers to license homes would be the decrease in the number of certifiers visiting the home. Bureaucratic red tape would also be minimized. On the other hand, licensed day care centers do not necessarily provide "quality" care as the licensing regulations are minimal vis a vis quality. The question then is, how much "quality child care" would centers that barely meet the state regulations require of family day care homes within their system?

(2) Each agency that operates a family day care program should certify homes within its system. This includes homes that are not required by law to be licensed.

(3) A third certifying mechanism is proposed whereby an organization or a committee would certify homes that are outstanding and give those a "seal of approval". Evaluation for certification would be voluntary on the part of family day care homes.

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[9]Presently, in the Wisconsin legislature, there is a proposed amendment to Assembly Bill 765 which would allow day care centers to license family day care homes within their own systems.

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No. 4 - "Problems on Licensing Family Day Care Programs"
No. 5 - "Fees and Costs of Family Day Care Mothers"
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Appendix A - Sample Application Form for Family Day Care Teacher

Agency Name

Application for Family Day Care Teacher

Name _____

Address _____
Street City Zip

Telephone Number _____

Marital Status (circle one)

Married Unmarried Separated
Divorced Widowed

Date of Birth _____
Month Date Year

Health Status (circle one)

Good Fair Poor

Do you have any health problems? _____

If yes, please list them.

_____

_____

_____

_____

Members of family living at home: Birthdate

Spouse _____

Children 1. _____

2. _____

3. _____

4. _____

Other members of household

Name Relationship Age

_____

_____

Present Occupation _____

Highest Educational Level Attained _____

Past Work Experience

Job Title Employer Dates From - To

_____

_____

_____

_____

Sample Application for Day Care Teacher
Page Two

How many children would you like to provide care for? _____

What age range of children would you like to provide for? _____

What days of the week would you be able to provide care? _____

Between what hours would your home be available? _____ AM _____ PM

Number of rooms in your home _____

Do you have your own private bathroom? _____

Play area available (describe)

Inside _____

Outside _____

Have you ever provided care for children other than your own on a regular basis?

_____

References: Name Address Telephone

Date: _____ Signature _____

APPENDIX B

Sample Working Agreements between the Agency and the Family Day Care Teacher

Note: Working agreements will vary from system to system, depending on the policies of the agency.

UNITED METHODIST CHILDREN'S SERVICES OF WISCONSIN
303 Price Place, Room 110
Madison, Wisconsin 53705

CARE FAMILY AGREEMENT

As a part of my participation in the United Methodist Children's Service Family Day Care Program I agree to the following:

1. I will notify the agency before making private arrangements to care for children in my home.

2. I agree to make my home available to agency staff for periodic visitation regarding day care of children in my home.

3. I agree to report promptly to the agency any change of address or changes in our family situation.

4. I agree to notify the agency of any accidents or illness involving children in my care.

5. I will keep the agency informed about problems that may arise regarding children placed in my home whether they be in relationship to my family or the child's family.

6. I agree to have a competent person in charge of the child or children at all times, and to maintain good physical standards in my home, giving special consideration to safety, light, heat, ventilation, cleanliness, and sanitation.

7. I understand that the agency is not financially responsible for care provided in my home.

_____
Care Family

_____
Date

---

1. United Methodist Children's Service agrees to have staff available to assist me in working out problems regarding the care of children as the need arises.

2. The agency agrees to aid me and the child's family in working out a schedule of care and reimbursement.

Policy of Donner-Belmont
Family Day Homes

1. The family day home is open from 7:00 a.m. to 6:00 p.m.

2. Lunch and two snacks are served daily. Depending upon the time of arrival and the child's need, breakfast may be served.

3. The worker is responsible for giving each child a brief health inspection upon arrival in the home while the parent is still present.

4. It is important to share daily with the parent about the child's activity and physical well-being in the home.

5. The worker must call the parent when a child becomes ill and the parent must come or send for him.

6. The worker is responsible for calling the center to report a child's absence in the home.

7. The worker will agree to abide by the Standards for Day Care developed by the Tennessee Department of Public Welfare. (pages 26-32, are the most important pages). Be familar with the day care standards and abide by them.

8. The worker is responsible for getting a substitute in case of an emergency. Preferably, someone, close by like a neighbor, who could come in the home to care for the children, would be a good substitute.

9. The worker will not be paid for sick days, unless a substitute is present in the family day home.

10. The worker is expected to attend all parent meetings.

11. The family day home will be closed on holidays designated by the center. Other days the homes will be open.

12. Each member of the family, who is in the home while children are present, and the worker are required to have an annual physical examination.

APPENDIX C

Sample Application Form to Receive Child Care Services

Family Name _____ First Name _____
Father

_____
Mother

Telephone Number _____

Address _____
Street and Number City Zip Code

Children living at home:

Name Age

_____

_____

_____

_____

Father's employer _____

Address of employer _____ Phone _____

Mother's employer _____

Address of employer _____ Phone _____

Weekly Income (before deductions)

Father _____ Mother _____

Other sources of income and amount _____

_____

Names of Children for Whom Day Care is Requested:

Name	Birthdate	School

Circle the days of the week day care is needed:

Monday Tuesday Wednesday Thursday Friday Saturady Sunday

Hours day care is needed: a.m. a.m.
From _____ p.m. to _____ p.m.

Who will take children to and from day care center or home?

_____

_____
Signature of Parent

_____ Date

APPENDIX D

Sample Attendance Record Form for Family Day Care

Day Care Teacher's Name _____

Address _____ Telephone Number _____

Child's Name _____ Child's Parent's Name _____

Date																											
Time of Arrival																											
Time of Departure																											

* When absenses occur, fill in the slots according to the following codes:

I - ill

V - vacation

? - unknown

APPENDIX E

Sample Report Form of Payments from Parents Receiving Child Care Services

Name and Address of Parents	Date Received	Amount Received	Payment Information		Delinquencies		Date of Notification
			Rate Set	Due Date	Time	Amount	